

# DOCUMENT RESUME

ED 072 320

AC 014 154

TITLE Youth Problems and their Resolutions as Viewed by the Youth and by the Adults of Danville, Montour County, Pennsylvania.

INSTITUTION Danville Area School District, Pa.; Pennsylvania State Univ., University Park. Cooperative Extension Service.

PUB DATE 70

NOTE 71p.; Montour County Governor's Committee on Children and Youth

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS \*Community Problems; Data Analysis; \*Parent Attitudes; Questionnaires; Research Methodology; Rural Extension; Secondary Grades; \*Social Problems; Statistical Data; \*Student Attitudes; Surveys; Tables (Data); \*Youth Problems

IDENTIFIERS Danville; Pennsylvania

## ABSTRACT

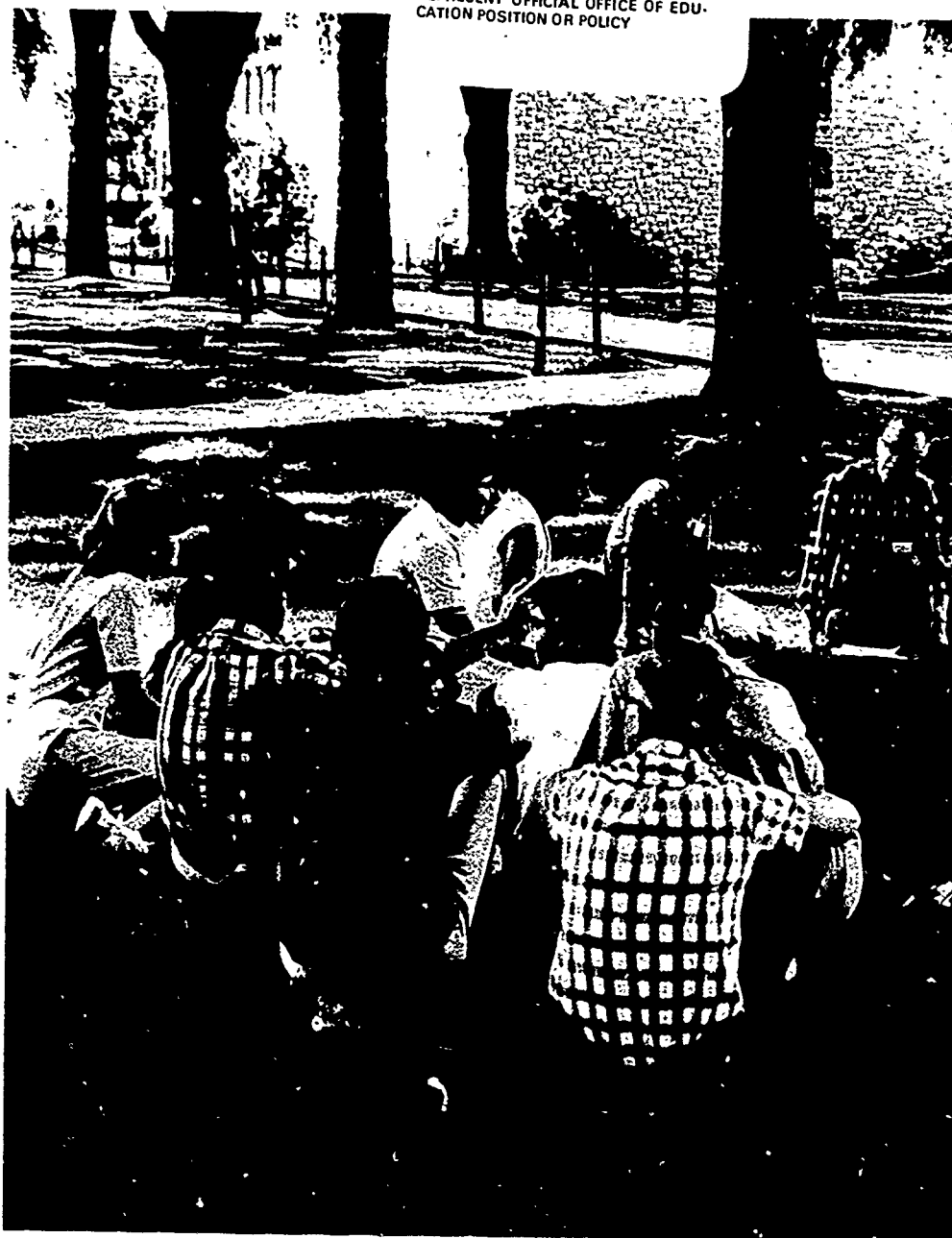
A survey was conducted by the Rural Sociology Section of The Pennsylvania State University Cooperative Extension Service and the Montour County Extension Association, utilizing 323 ninth through twelfth grade in-school youth and 199 parents. Data were collected by means of a self-administered questionnaire. Three specific objectives of the survey were to help: (1) determine community needs and priorities of Danville area youth from both youth and adult viewpoints; (2) determine what, if any, suggested solutions for these perceived needs the respondents saw; and (3) provide a basis for increasing meaningful, two-way adult-youth communication in the Danville area. The data analysis is reported in two parts: the first part deals with reporting the data as they relate to the objectives, and the second part is concerned specifically with the respondents' answers related to the possible establishment and running of a Danville area Youth Center. The 32 survey findings are summarized, and tables provide the data. Appendix A contains the Youth Data and Appendix B contains the Adult Data. Copies of the questionnaires can be obtained from the Department of Rural Sociology, 204 Weaver Building, University Park, Pennsylvania 16802. (DB)

ED 072320

Extension Studies 44

May, 1972

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## Youth Problems and Their Resolutions

as viewed by the youth and by the adults  
of Danville, Montour County, Pennsylvania

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# ERRATA

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# ACKNOWLEDGEMENTS

Special recognition is extended to: the members of the 1970 Montour County Governor's Committee on Children and Youth; Miss Nancy Woods and Richard Little, co-chairmen of the committee; the Danville Area School System, its administrators, teachers, students, and board members; the citizens of Danville; and the study participants for their cooperation and concern in the study and for their combined actions taken as follow-up to the study.

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YOUTH PROBLEMS AND THEIR RESOLUTION  
AS VIEWED BY YOUTH AND ADULTS  
OF DANVILLE, MONTOUR COUNTY, PENNSYLVANIA \*

Introduction

This survey was conducted by the Rural Sociology Section of The Pennsylvania State University Cooperative Extension Service and the Montour county Extension Association in cooperation with the Montour county Governor's Committee for the 1970 White House Conference on Children and Youth and the Danville area junior-senior high school system.

The study, through a previous unpublished report submitted to the committee, helped to supplement the work of the Montour county Governor's Committee in preparation of their report. More importantly, the study helped the youth and adult populations of the Danville area to begin working together to solve common problems.

Sample and Methodology:

The sample included 323 ninth through twelfth grade in-school youth and 199 parents; a total of 522 respondents. This respondent total represents a stratified sample of approximately one-third of the in-school youth in the ninth through twelfth grades enrolled in the Danville area school system of Montour County, Pennsylvania, and their parents. These data were collected from the youth by a self-administered questionnaire during a regular school social studies class period on April 9, 1969, under the direction of trained interviewers from The Pennsylvania State University. The adult (parents or guardians; hereafter all three terms will be used interchangeably) data were collected by means of a self-administered questionnaire completed at home on either April 9 or 10, 1969. These adult questionnaires were taken home and returned to the school in a sealed envelope by the youth. The youth questionnaire was pre-tested on March 26, 1969, by 50 tenth through twelfth graders and necessary corrections made. The adult questionnaire was pre-tested by selected adult members of the county committee.

The sample was representative of the county population compared with 1960 census data in terms of rural-urban residence, size of family, and occupation of husband and/or wife. Thus, the results should reflect the opinions of the wider community rather than only of those persons sampled.

Objectives of the Study:

There were several objectives of this study. Two general objectives were:

1. To help build a sense of "community" among Danville area residents through the interaction of nearly

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all levels of the community in planning, organizing, implementing and following through this study, and

2. To help provide a basis for the committee's report to the Governor from the 1970 Montour County Governor's Committee on Children and Youth

Three specific objectives were:

1. To help determine community needs and priorities of Danville area youth from both youth and adult points-of-view,
2. To help determine what, if any, suggested solutions for these perceived needs the respondents saw, and
3. To help provide a basis for increasing meaningful, two-way adult-youth communication in the Danville area.

The analysis of data in this report will be divided into two parts. The first part will deal with reporting the survey data as these data relate to the objectives just listed. The second part will be concerned specifically with the respondents' answers related to the possible establishment and running of a Danville area Youth Center, which the great majority of respondents saw as one way to help realize all the study objectives.

#### Summary of Findings:

1. Nearly two-thirds of the respondents lived within three miles of the center of Danville.<sup>1</sup>
2. Three-fifths of the respondents reported either no participation in organized activities or, at most, limited participation. Ninety-two percent of the adults and 96 percent of the youth reported they felt there were not enough organized activities for the young people. Youth also reported they did not feel forced to participate in them. Nearly one-third of the youth wanted to participate in additional activities but were unable to do so for a variety of reasons. Yet, perhaps somewhat contrary, slightly over one-half of the youth respondents indicated they did not have enough time just to do what they wanted to do (Appendix A, Tables 11 and 12).
3. Ninety percent or more of the ninth through twelfth grade in-school youth and the parents in our sample felt that Danville needed a youth center for the 14- to 19-year-old age group.

4. Approximately 60 percent of the ninth grade and about 40 percent of the upper three grades favored using the school for such a center. In contrast 33 percent of the parents favored this alternative.
5. The youth and adults who favored using the school agreed that the most useful facilities would be the gym, the athletic field, and the auditorium in that order.
6. Both adults and youth said the best building alternative for such a center at the time of the study was the old A & P store.
7. Both youth and adult respondents saw the responsibility for running such a center being placed with adult-youth management. The young persons gave youth management as a second choice, while their parents' second choice was parent management. Significant is that both favored adults and youth cooperating in assuming responsibility for the management of such a center.
8. The youth respondents generally tended to favor financing a youth center by voluntary contributions and/or regular dues, i.e., a user-fee support base. The parents were somewhat more inclined to feel that county government and/or service groups should help.
9. Youth and adults preferred a youth center to be open both afternoons and evenings or evenings only. Youth also wanted the center to be open all day during the summer. (Adults were not asked this part of the question.)
10. Youth and adults agreed on the types of activities to be offered by the center, including, in order, a snack bar, dancing, swimming, a pool table, basketball, and ping pong. Some differences were reported by grade levels but general agreement on these activities was fairly high.
11. The young persons were willing to support a center, including frequent attendance, helping to plan programs, and helping to clean and repair the facilities.
12. Both youth and adults agreed that parental control of the children was "about right." More of the youth thought parents were too strict than did the parents. (One-fourth of the parents reported a feeling that they were not strict enough with their children. Girls, particularly in ninth, tenth, and eleventh grades, felt that their parents were too strict).
13. The large majority of youth and adults reported that once guidelines were agreed upon for youth conduct, parents enforce them adequately.

14. The adults were about equally divided as to whether they should say "No" to the children more often, while 71 percent of the youth did not answer this question.
15. Both adults and youth were nearly unanimous that young people should have home responsibilities, and agreed on the kinds of tasks to be included. Interestingly, the adults thought those tasks took more time to perform than the youth actually reported.
16. About one-third of the youth and two-fifths of the adults reported regular allowances for youth set by parents. Additional money was given by the parents as and when needed or when earned by the youth through after-school and summer work.
17. The youth and adults agreed that major problems facing the young people of this age in school were: 1) career choices; 2) deciding upon a course of study; and 3) grades.
18. Both youth and adults felt that additional school course work was desirable to learn how to fill out job applications correctly and to prepare for job interviews.
19. Nearly two-thirds of the youths especially the eleventh and twelfth grades, but only one-third of the adults thought junior and senior high school students should have the opportunity to audit non-credit courses.
20. Adults and youth differed considerably on who they felt youth should talk to for career guidance other than teachers. Four-fifths of the adults reported a clergy orientation in this regard while only two-fifths of the youth did so. The youth wanted to talk with representatives from the various career opportunities available.
21. Three-fifths of the adults were willing to discuss career opportunities in their field with young people. The adults preferred to do this on an individual basis or in small groups of three or four persons.
22. Both youth and adult respondents agreed that parents alone, or a combination of parents, friends, the school, other adults, and youth tend to help set the standards by which an individual lives. The ninth and tenth graders were more parent oriented on this item than the upper two grades.
23. Approximately three-fourths of both the adults and youth reported a generation gap. However, only 19 percent of the youth believed that it was serious and perhaps unsolvable. The remaining four-fifths of the youth indicated this could be solved by parents alone or by the parents and youths working together, and both groups agreed it was more nearly a "communication gap" than a "generation gap."

24. Over one-third of the youth reported talking with their parents about problems in general. Girls were more likely to talk with their parents than boys. Similarly, girls were also more apt to talk with their friends, about problems (particularly with boy friends in the upper grades).
25. The adult and youth respondents agreed that rural problems, urban problems, and the compulsory draft should be regulated by society rather than by individuals acting alone. Young people thought regulations of drugs should come either from society or from each person, while the adults favored society, parents or each person, setting this regulation. On the issue of premarital sex, youth felt that any regulations should come from each person, while adults favored parent-oriented or each person regulation.
26. Two-fifths of the girls said they spent their money on "just things," clothes, and entertainment, while the boys had a broader spending range, including cars and hobbies.
27. Eighty-eight percent of the youth felt they could work with other young people whose standards were different than their own. The upper grade respondents were more secure here than the ninth grade respondents, and at all grade levels, girls were more secure than boys.
28. As might be expected, steady dating patterns and access to a car generally increased as the grade level increased.
29. Eighty-six percent of the youth sample felt religion had something to offer them; more girls than boys endorsed this notion.
30. Less than one-third of the youth plan to make Danville their permanent home.
31. The young people reported spending their leisure time during the week at home, with friends, and/or in the Danville area, with girls giving more "home only" answers than boys. During the weekends, more of the youth spend some of their time outside the Danville area as well.
32. TV viewing, "messaging around," visiting with friends, and playing records were the major kinds of leisure time youth activities during the week. During the weekend, the same things were done, with the addition of movies, sports, dancing, and hobbies.

GENERAL:

The study design did not include matching the responses of youth with their parents on a family-by-family basis. Parents of the young persons sampled did return a comparable completed questionnaire. A question was asked about place-of-residence (Table 1) to see if a comparable youth-adult sample was obtained on this geographical indicator.

Table 1. Distance from Danville as Reported by Youth and Adult Respondents.

Distance lived from center of Danville.	Youth N=323 %	Adults N=195* %
Under 1 mile	38	38
1-3 miles	28	26
3-5 miles	12	12
Over 5 miles	22	24

\*N's for each column represent the total number of respondents answering that question. Thus, the N's may vary from table to table as "No information" answers were omitted. Appendix references may vary as percentages are calculated with "no information" answers included.

The eleventh and twelfth graders in the sample lived somewhat closer to the school than did students in the ninth and tenth grades. Female respondents reported living somewhat closer to the school than the males (twelfth grade was an exception here; Appendix A Table 8). From the adult sample, the respondents where a male only answered reported living somewhat farther from the center of Danville than was reported by the other two adult respondent categories (Appendix B, Table 7).

Table 2. Youth and Adult Respondents' Participation in Organized Activity.

Activity Participation	Youth N=323 %	Adult N=199 %
None reported	26	42
Fairly inactive	33	18
Fairly active	28	23
Extremely active	13	17

Table 2 percentages indicate a similarity in youth-adult respondents in organized activity participation, i.e., three-fifths of all respondents reported being inactive or fairly inactive.

The husband-wife respondents reported engaging in considerably more organized activities than the other two adult respondent categories (Appendix B, Table 8). Whether "two-heads" simply remember more organizational activities to report than did their counterparts, or whether those parents who answered the questionnaire together in fact do participate in more organized activities is an interesting, but moot question in this study.

The youth were engaged in more organized "in-school" activities than in organized "out-of-school" activities. Overall, young females reported somewhat more participation in organized activities than did young males. Eleventh and twelfth graders were more engaged in organized activities than ninth and tenth graders (Appendix A, Table 10). Perhaps this occurred because more organized activities are available to the upper grades and/or because they can drive to these activities. On the other hand, perhaps in the upper grades participation in organized activities is more acceptable (or required) peer group behavior than in the lower grades. These questions are interesting, but beyond the scope of the available data.

Table 3. Youth and Adult Respondents' Answers Concerning Their Feelings about the Number of Organized Activities Available in and Around Danville.

	Youth N=323 %	Adult N=197 %
<u>Too many organized activities?</u>		
<u>Youth:</u>		
Yes	4	-
No	96	-
<u>Adults:</u>		
<u>For youth:</u>	<u>For adults:</u>	
Not enough	Not enough	20
Not enough	About right	54
About right	Too many	18
All other combinations		8

Table 3 indicates that 96 percent of the youth sampled and 92 percent of the adults sampled felt that there were not too many activities in and around Danville competing for the time and energies of its young people. Young females reported this feeling more strongly than did young males (Appendix A, Table 11).<sup>3</sup> There was little difference reported among the various adult respondent categories on this matter (Appendix B, Table 9).

Table 4. Youth and Adult Respondents' Answers to the Question, "How do you feel about parent-youth control?"

Parent control of youth	Youth N=323 %	Adult N=195 %
Too strict	14	4
About right	82	70
Not strict enough	4	26

As one might expect, Table 4 percentages reveal that more of the youth felt their parents were "too strict" than did the adults, and more of the adults felt that they were "not strict enough." Over 4 out of every 5 youth and 2 out of every 3 adults thought the amount of parental control over youth was "about right." The ninth and tenth grade respondents (particularly the girls) reported a somewhat greater feeling that their parents exercised "too strict" discipline (Appendix A, Table 22).

Table 5. Youth and Adult Respondents' Answers to the Question, "Once guidelines for youth behavior are established and agreed upon, do you feel these guidelines are enforced?"

Guidelines enforced	Youth N=320 %	Adult N=195 %
Yes	83	96
No	17	4

Table 5 percentages indicate that the great majority of both youth and adults felt that once guidelines for the behavior of youth are established and agreed upon, the parents do enforce such guidelines. However, youth by 4 to 1, indicated that parents did not enforce such behavior guidelines. This latter finding seems to be quite significant. Perhaps the parents were correct in their feeling of "not being strict enough" with their children (Table 4).

Table 6. Youth and Adult Respondents' Answers to the Question, "Should parents say "No" more often to their children?"

Should parents say "No" more often?	Youth N=94 %	Adult N=195 %
Yes	34	49
No	66	51



Seventy percent of the youth did not answer this question, but of those who did answer the Table 6 percentages indicate a further consistency with responses to the two previous questions (Table 4 and 5), i.e., nearly half of the parents expressed a need to say "No" more often to their children and one-third of the youth agree. In keeping with the majority percentages given in Tables 4 and 5, i.e., respondents reinforced their feeling that parental control of youth in Danville is "about right" and "adequately enforced."

More of the husband-wife respondents answered "yes" to this question than did the other two adult respondent categories (Appendix B, Table 22). Overall, more young females answered "yes" to this question than did the males (Appendix A, Table 24). This answer seems to be somewhat inconsistent with the findings given in Table 4. The present data do not provide an answer, but increased adult-youth communication is one avenue available.

Table 7. Youth and Adult Respondents' Answers to the Questions, "Should young persons have home responsibilities?" If yes "How much time should these responsibilities take?" and "What should these responsibilities include?"

Should young persons have home responsibilities?	Youth N=323 %	Adult N=199 %
Yes	98	99
No	2	1
How many hours per week should these responsibilities take?	N=316	N=191
Less than 1 hour	6	3
1-3 hours	34	28
3-5 hours	28	40
Over 5 hours	32	29
What should these responsibilities include?	N=313	N=193
Own room, housework, and clothes	8	7
Own room, housework, clothes, and babysitting	16	8
Own room, lawn, and clothes	12	6
Own room, lawn, clothes, and housework	12	20
Own room, lawn, clothes, housework, and babysitting	8	12
Other combinations	44	46

Near unanimity from both young and adult respondents in favor of youth having home responsibilities is indicated in Table 7.



Further, there is general agreement by youth and adults as to what these responsibilities should include and the amount of time they should take. Hopefully, this agreement is within each family, conflict could result if a young person felt 1 to 3 hours of home responsibility, which included own room, lawn, and clothes, was sufficient and the parents felt over 5 hours was a minimum amount of time to spend on somewhat more inclusive duties.

Some of the home responsibilities were "sex-typed." For example, "lawn" responsibility was seen by the males as one of their major duties, while "housework" and "babysitting" were included by the females (Appendix A, Table 26).

Table 8. Youth and Adult Respondents' Answers to the Questions, "Do you give (or receive) a set allowance?" If yes, "Who sets the allowance?" and "How do you get money in addition to or instead of an allowance?"

Do you give or receive a set allowance?	Youth N=313 %	Adult N=191 %
Yes	33	41
No	67	59
If yes, who sets the allowance	N=103	N= 80
Parents	66	68
Parents and children	34	32
Money in addition to or instead of an allowance?	N=265	N=137
Money from parents	31	35
After school work	18	13
Parents and after school work	7	12
Summer work	6	-
Parents and summerwork	18	23
After school and summer work	11	-
All combinations	9	17
Combinations with money from parents	53	-

The difference in youth-adult answers to receiving (or giving) a set allowance may be due to a difference in interpretation of the words set and allowance between youth and adult respondents. To illustrate, a majority of the youth received a part of their money in addition to or instead of an allowance from parents.<sup>4</sup> Some parents may give "in addition to" in a set amount, but on an irregular basis, and interpret this action as a set allowance, while the young people may not view "in addition to" money as constituting a set allowance.

About two-thirds of the respondents indicated allowances for youth are set by the parents while the remainder reported a Parent-youth setting of allowance. Additional money was obtained largely from parents, after school work and/or summer work.

Table 9. Youth and Adult Respondents' Answers to the Question, "If worked after school, how many hours per week?"

Number of hours per week worked after school?	Youth N=113 %	Adult N=40 %
Less than 3-5 hours	14	37
6-15 hours	26	15
More than 20 hours	48	48
No specification	12	-

The majority of youth and adults did not answer the number of hours per week worked after school question (Table 9), because it was applicable only to those who worked after school for pay. However, for those who did answer, there was general agreement among adults and youth. Males worked more after school for pay than females and those in the upper grades worked more hours than those in the lower grades (Appendix A, Table 30).

Table 10. Youth and Adult Respondents' Answers to the Question, "What do you think are the major problems confronting youth in school?"

Major School Problems for Youth.	Youth N=313 %	Adult N=181 %
Careers, grades, studies combination	55	53
All other combinations of answers	45	47

Careers, grades, and studies represented the major problems in school for today's youth (Table 10). Other problems, such as drinking, drugs, dating, venereal disease, and so on were also considered important.<sup>5</sup> The next six tables will present further exploration of these "problem areas."

Table 11. Youth and Adult Respondents' Answers to the Question, "What subjects would you like to have included in school in addition to what you now have?"

Subjects in school in addition to what you now have?	Youth N=258	Adult N=159
	%	%
Use of credit	4	31*
Use of bank services	-	48
Filling out job applications and preparing for an interview	17	53
Military obligation	10	26
Community service available	9	33
Additional sex education course	22	39**
All other combinations	38	40

\*Percents for adults total more than 100 because of multiple answers.

\*\*Adults were asked about additional courses in marriage and family relations, so the 39 percent given reflects that topic rather than sex education.

Table 11 percentages are not directly comparable since the youth were asked for single answers while the adults could and did indicate multiple answers. Despite limitation, one finds general agreement in the answers to this question. For example, the youth wanted additional school courses in filling out job applications and preparing for an interview. The adults also favored these two areas of coursework stressing the one oriented towards employment even more strongly plus an additional course on the use of local bank services. The "real world" experience of adulthood seems to be revealed in the remainder of their answers. The youth also wanted an additional course in sex education.

Table 12. Youth and Adult Respondents' Answers to the Question, "Do you think junior and senior high school students should have the opportunity to audit non-credit courses?"

Should young persons be given the opportunity to audit non-credit courses?	Youth N=316	Adult N=161
	%	%
Yes	64	32
No	36	68

Most of the youth wanted the opportunity for senior high school students to audit non-credit courses, while most of the adults opposed this idea (Table 12). Young females were more favorable to this idea than the males at all grade levels. This idea was increasingly favored from ninth to twelfth grade (Appendix A, Table 35).

Why this sudden area of youth-adult disagreement is manifested around this idea is not answerable from the data. Parents oppose auditing non-credit courses because they are not sure what courses would be offered; however, the course additions in Table 11 tends to rule this argument invalid. A second reason could be a fear that auditing such courses might seriously affect the grades of their children in credit courses. Another reason may be that parents feel their youngsters should receive credit for all courses taken, or that an increase in taxes might be necessary for the school to provide such offerings, or perhaps it was due to a combination of these and other considerations. This is an area of follow-up between parents, youth and school officials.

Table 13. Youth and Adult Respondents' Answers to the Question, "To whom would you send (or go) to other than teachers for help with career problems?"

To whom for career guidance?	Youth N=265 %	Adult N=169 %
Medical	12	-
Agency people	8	-
Medical and agency	6	-
Skilled labors	8	-
Company personnel managers	6	-
Clergy	10	10*
Clergy-medical	-	7
All other combinations	49	83
Combinations <u>without</u> clergy	57	19

\*Adults had access to the same categories for response as did the youth, however, adult answers clustered around clergy counseling for career problems.

Table 13 shows the large difference of youth and adult opinions concerning with whom the youth should talk, other than teachers, concerning career problems.<sup>6</sup> Over 4 out of every 5 adults included a member of the clergy as a viable career information source for their children, while only 1 out of every 2 youths included this source either alone or in combination. The Youth were much more oriented to seeking out individuals who were currently employed in their potential area of interest of specific counsel rather than to a clergyman. This could become an area of potential parent-child conflict. Interestingly, the upper grade youth answered more closely in line with the adult answers and were more apt to include the clergy as a primary information source (Appendix A, Table 36).

Table 14. Youth and Adult Respondents' Answers to the Question,  
"Who sets the standards young persons live by?"

Who sets the standards?	Youth N=323	Adult N=195
	%	%
Parents	17	25
Young person	7	-
Combination of friends, the child, parent, school and other adults	76	75

Adults and youth agreed that parents alone or parents in combination with friends, the individual, school, church, and other adults help to set the standards by which a young person lives, (Table 14). "Parents alone" decline in importance from ninth through twelfth grade, but remain an important source in combination with other sources in the youths' everbroadening world. The maturing and more individual himself becomes an increasingly important source from ninth through twelfth grade (Appendix A, Table 38). These common values seem to strengthen the argument for a "communication gap" to be bridged rather than a "generation gap" per se; however Table 15 would seem to contain contradictory data.

Table 15. Youth and Adult Respondents' Answers to the Question, "Do you think there is a generation gap?"

Generation gap?	Youth N=320	Adult N=185
	%	%
Yes	78	12
Yes, qualified	-	60
No, qualified	-	3
No	21	25

How can it be solved?		N=252
No solution	19	-*
Parents solve	35	-
Youth solve	9	-
Parents and youth solve together	37	-

\*Adults were not asked for solutions.

Nearly four-fifths of the youth and almost three-fourths of the adults feel that a "generation gap" exists. Only one of every five youth felt that it was unsolvable. Slightly more females felt

a generation gap exists, but it was the males who felt it was beyond solution (Appendix A, Table: 37).

Youth were somewhat more individual and society oriented than adults toward controlling the problem areas of drugs, premarital sex, and urban and rural problems (Table 16). As expected, adults were more oriented toward some parental control, alone or in combination with other forms of control, for these problems. On the compulsory draft, adults were more favorable towards societal control, but again the youth respondents were somewhat favorable toward individual control. In the area of church attendance a majority of the youth respondents were in favor of individual control or regulation.

Table 16. Youth and Adult Respondents' Answers to the Question, "Who do you think should regulate the several areas of concern listed below?"

Who should regulate the areas of concern listed below?	Youth	Adult
	%	%
<b>DRUGS</b>	<b>N=304</b>	<b>N=169</b>
Nobody	10	4
Each person	28	18
Parents	4	21
Society	42	36
Each person and society	5	-
Each person, society, and parents	7	18
Other combinations	5	4
<b>PREMARITAL SEX</b>	<b>N=297</b>	<b>N=169</b>
Nobody	10	4
Each person	56	29
Parents	14	38
Society	6	1
Other combinations	14	28
<b>URBAN PROBLEMS</b>	<b>N=297</b>	<b>N=165</b>
Each person	11	8
Society	74	70
Other combinations	15	22
<b>COMPULSORY DRAFT</b>	<b>N=294</b>	<b>N=159</b>
Nobody	12	5
Each person	18	11
Society	60	72
Other combinations	11	12
<b>RURAL PROBLEMS</b>	<b>N=300</b>	<b>N=157</b>
Each person	13	11
Society	69	67
Other combinations	18	22

Continued

Table 16. (cont.)

Who should regulate the areas of concern listed below?	Youth	Adult
	%	%
<u>CHURCH ATTENDANCE</u>	N=310	*
Nobody	8	
Each person	64	
Parents	10	
Society	5	
Other combinations	13	

\*This question was not asked of the adult sample.

A Danville Area Youth Center:

Table 17. Youth and Adult Opinions Regarding the Need for a Youth Center for the Danville Area.

	Grade Level					
Do you think Danville needs a Youth Center?	9 N=84 %	10 N=76 %	11 N=96 %	12 N=67 %	All* N=323 %	Adults N=193 %
Yes	90	95	95	91	93	93
No	10	5	4	9	6	7

\*The "Youth" column title appearing in the first sixteen tables will be replaced in all the remaining tables by the title "All." The reason for this change is due to the more detailed tables.

Ninety percent or more of all youth sampled, regardless of grade level, thought there was a definite need for a youth center in the Danville Area. This opinion was strongly supported by 93 percent of their parents (Table 17). (See Appendix B, Table 10 for differences among adult respondent groupings).

The ninth and twelfth graders did not view this need as acutely as did those young persons in tenth and eleventh grades. Perhaps this is because the ninth graders are more closely identified with the YMCA program and facilities than the other youth, while many of the twelfth graders will be leaving the Danville area shortly for further schooling, military service, and various other reasons.

Girls at all grade levels and the mothers were more likely to think Danville needed a youth center than did males. Was this because more of the current youth activities are male oriented, or possibly that mothers worry more about their daughters and sons having a place to go in town?

Responses favoring the need for a youth center were much higher when both parents or the wife alone completed the questionnaire



than when only the husband completed the questionnaire (Appendix B, Table 10).

Both youth and adults feel the need for a youth center.

Table 18. Youth and Adult Opinions Regarding Using the School for such a Center.

	Grade Level					
Can the school be used for such a center?	9 N=69 %	10 N=67 %	11 N=85 %	12 N=59 %	All N=280 %	Adults N=171 %
Yes	78	52	42	51	55	33
No	22	48	58	49	45	67

The ninth grade youths responded more favorably (78 percent) toward using the school for a youth center than did the young persons in the upper three grades (~~two fifths~~) (Table 18). More specifically the ninth and eleventh grade boys were more in favor of using the school for a youth center than were the girls but this opinion was reversed in the tenth and twelfth grades (Appendix A, Table 14).

Overall, 55 percent of the youth sampled were in favor of using the school as a youth center. Much of this approval was generated by the ninth graders. The adults were rather strongly opposed (67 percent) to using the school for a youth center (Table 18). Furthermore, when the wife completed the questionnaire alone, she was more favorable toward the idea of using the school than when the husband-wife as a team completed the questionnaire (Appendix B, Table 12). Why this difference of opinion exists between the youth and adult populations of Danville is not apparent from the data.

Table 19. Youth and Adults Who Favored Using the School and Their Opinions Regarding Useable School Facilities for a Center.

If yes, what school facilities could be used?	9 N=54 %	10 N=33 %	11 N=39 %	12 N=28 %	All N=154 %	Adults N=53 %
Cafeteria	44*	36	41	54	44	44
Auditorium	59	45	59	57	53	77
Gym	76	97	85	100	87	96
Library	44	33	41	64	45	41
Classroom	20	18	20	36	23	16
Auto Shop	26	33	23	39	29	30
Athletic Field	65	70	64	93	71	77

\*Multiple answers given, therefore percentages may total to more than 100 percent.



The young person at all grade levels favored use of the gym (87 percent), the athletic field (71 percent), and the auditorium (53 percent) (Table 19). The ninth and twelfth grade youth favored use of the library as the other three facilities just mentioned, and the boy at all grade levels favored use of the auto shop. Additionally, the eleventh and twelfth grade girls favored the use of the auto shop.

Those parents who favored use of the school as a possible youth center were similar to the youth in their thinking about what facilities might be used. The parents were slightly more favorable toward use of the auditorium, the gym, the athletic field and the auto shop while less favorable toward use of the classrooms and the library than were the young people. More specifically, the husband responding alone was less favorable to use of the cafeteria, auditorium, library, auto shop and athletic field facilities than were the wife alone respondents or the husband-wife respondents (Appendix B, Table 15).

Table 20. Youth and Adult Opinions Regarding Buildings, other than the school, as suitable for a Youth Center.

If no, what building	Grade Level					
	9	10	11	12	All	Adults
	N=34 %	N=38 %	N=63 %	N=38 %	N=173 %	N=141 %
Armory	21	24	21	11	18	20
A & P	47	53	59	53	54	58
Other	32	23	20	36	28	22

All youths and adults who favored some building other than the school for a possible youth center suggested the A & P and the Armory in order from more to less favorable.

As might be expected from the rather low percentage (33 percent) of the parents favoring use of the school for a youth center, slightly more parents favored using the A & P store building than did the youth (Table 20).

Table 21. Youth and Adult Opinions Regarding What Age Grouping the Center Should Be Established To Serve

What age groups?	Grade Level					
	9	10	11	12	All	Adults
	N=68 %	N=66 %	N=87 %	N=60 %	N=281 %	N=180 %
10-19	25	26	7	15	17	33
14-19	43	41	57	60	51	43
14-17	26	15	6	2	13	17
16-19	6	18	31	17	20	7

Both youth (51 percent) and adult (43 percent) opinions agreed in that if a center is established, it should primarily be for the 14-19 year old age grouping (Table 21). The adults were also twice as favorable for the wider range of 10-19 years of age using the center (Table 21).

The wife alone was more favorable toward the 14-19 year old age grouping than were the husband alone or husband-wife respondents. The husband-wife respondents were more favorable toward the 14-17 year old age grouping than were the husband alone or the wife alone respondents (Appendix B, Table 11).

Table 22. Youth and Adult Opinions Regarding When Such a Center Should Be Open

Grade Level						
What hours should such a center be open	9 %	10 %	11 %	12 %	All %	Adults %
<u>School Year</u>						
Weekdays	N=52	N=60	N=77	N=56	N=245	
Afternoon	10	7	1	4	4	-
Evening	10	17	25	25	20	-
Both	78	73	71	66	73	-
All day	2	3	3	5	3	-
Fridays & Saturday	N=54	N=61	N=79	N=57	N=251	
Afternoon	6	7	-	2	2	-
Evening	15	15	22	19	18	-
Both	48	48	44	38	45	-
All day	31	31	34	41	35	-
Sunday	N=40	N=52	N=66	N=49	N=207	
Afternoon						
Evening	38	25	27	18	27	-
Both	7	8	15	4	9	-
All day	48	60	44	71	51	-
	7	8	14	6	9	-
<u>Summer</u>						
Weekdays	N=57	N=63	N=79	N=57	N=256	
Afternoon	4	5	-	2	2	-
Evening	2	8	9	5	6	-
Both	28	21	28	28	25	-
All day	67	67	63	65	66	-
Friday & Saturday	N=50	N=62	N=78	N=54	N=244	
Afternoon	8	5	1	2	4	-
Evening	10	6	18	7	11	-
Both	22	27	17	28	24	-
All day	60	62	64	63	61	-

Continued

Table 22. (cont.)

Grade Level						
What hours should such a center be open?	9 %	10 %	11 %	12 %	All %	Adults %
<u>Summer</u>						
Sunday	N=39	N=52	N=66	N=46	N=203	
Afternoon	26	19	26	15	15	-
Evening	5	2	15	2	2	-
Both	56	67	39	74	72	-
All day	13	12	20	9	11	-
Adults: hours in general						
Weekdays						N=148
Afternoon						1
Evenings						68
Both						30
All day						1
Friday & Saturday						N=172
Afternoon						1
Evening						58
Both						31
All day						10
Sunday						N=94
Afternoon						45
Evening						11
Both						43
All day						2

The youth of the Danville area favored the following times for a youth center to be opened during the school year: Weekdays, after school and evenings (73 percent) or evening only (20 percent); Friday and Saturday, afternoon and evening (45 percent), evening only (18 percent); or all day (35 percent); Sunday, afternoon and evening (55 percent) (Table 22). During the summer, the young people thought the center should be open: Weekdays, all day (66 percent), or afternoons and evenings (25 percent); Friday and Saturday afternoon and evening (24 percent) or all day (61 percent); Sunday, afternoon and evening (72 percent) (Table 22).

More specifically, the upper three grades were more favorable to "evening only" for the weekdays during the school year than were the ninth graders. Perhaps, this is because of more after school activities for the senior high students and/or work opportunities. On Fridays and Saturdays, a majority of the ninth graders tended to favor evenings only, while the upper three grade respondents had rather equal breaks among their choices for evening, afternoons, and afternoons and evenings, or all day.

During the summer, the ninth graders preferred an afternoons and evenings schedule, while the other youth respondents preferred an all day schedule for the youth center. The exception being Sunday, when an afternoon-evening schedule was preferred by a majority of all youth.

The adults were asked only when they thought such a center should be open; not specifically whether there should be a difference during the school year and summer hours. The parents indicated a stronger preference for evening only (68 percent) and a lesser preference for both afternoon and evening (30 percent) than did their youth. There were similar differences of opinions between the youth and adults for Friday and Saturday and Sunday times (Table 22). Moreover, all categories of parents were in general agreement on these times.

Table 23. Youth and Adult Opinions Regarding the Kinds of Activities that Such a Youth Center Should Offer.

What activities should be offered	Grade Levels					Parents N=193
	9	10	11	12	All	
	N=84 %	N=76 %	N=96 %	N=67 %	N=323 %	
Library	45*	37	52	62	47	43
Snack Bar	70	76	89	88	79	81
Pool Table	65	76	78	72	73	64
Dancing	70	71	86	91	78	90
Darts	31	45	35	28	37	53
Ping Pong	62	66	61	59	62	73
Hobby Center	33	49	43	47	41	52
Basketball	64	71	60	59	64	49
Shuffleboard	25	36	28	25	29	53
Swimming	76	78	73	84	74	41
Others	23	21	22	50	26	9

\*Multiple answers are given, therefore percentages may total to more than 100 percent.

The most favorable activities were the snack bar (79 percent), dancing (78 percent), swimming (74 percent), pool table (73 percent), basketball (64 percent), and ping pong (62 percent) (Table 23). The eleventh and twelfth grade youth were much more favorable toward a snack bar and dancing than were their ninth and tenth grade counterparts. As might be expected, a higher percentage of girls at all grade levels were more favorable to dancing than were the boys. Basketball was favored by a higher percentage of ninth and tenth graders than by the eleventh and twelfth graders. About one-half of the upper three grade level youth favored a hobby center as opposed to about one-third of the ninth grade youth (Appendix A, Table 20).

The parents felt more favorable towards the activities of

dancing (90 percent), darts (53 percent), ping pong (73 percent), a hobby center (52 percent), and shuffleboard (53 percent), than the youth. The adults felt less favorable about a pool table (64 percent), basketball (49 percent), and swimming (41 percent) than did the youth. The "husband alone" respondents were less favorable toward a snack bar, pool table, and dancing, and more favorable toward a library and shuffleboard than were the other two respondent categories. The "wife alone" respondents were more favorable toward a snack bar and dancing and less favorable towards the library, darts, shuffleboard, and swimming than were the other two categories of respondents. When both husband and wife responded as a team they were more favorable than their counterparts to a pool table, darts, ping pong, and basketball (Appendix B, Table 16).

Table 24. Youth and Adult Opinions Regarding Who Should Be Responsible for Such a Youth Center.

Who should be responsible for such a center?	Grade Level					Adults N=193 %
	9 N=84 %	10 N=76 %	11 N=96 %	12 N=67 %	All N=323 %	
Youth and Adults	54*	55	53	70	59	69
Parents	2	7	6	7	6	22
Youth	10	22	19	15	16	8
Other Adults	20	22	11	4	15	17
Others	10	9	5	16	10	11

\*Multiple answers are given, therefore percentages may total to more than 100 percent.

All grade levels and adults reported favoring the responsibility for the running of such a center being placed in the hands of a youth-adult management set-up however, the twelfth grade youth expressed a much stronger opinion for this management alternative (70 percent) than did the other three grade levels (Table 24). The ninth and tenth graders indicated their second preference for "other adults' management," while the upper three grades respondents (tenth grade tied for 22 percent each in the "other adults" and "youth") expressed second preferences for "youth management."

The adults endorsed even more strongly than the youth (69 percent) the idea of youth-adult management. Parents more strongly favored parents management than did the youth.

The "husband alone" respondents were less in favor of adult-youth or parent management and more in favor of youth management than were their parent counterparts. The husband-wife respondents were more favorable toward parents or other adults management than were the other two categories of parent respondents (Appendix B, Table 17).

Table 25. Youth and Adult Opinions Regarding How Such a Center Should be Financed.

How should such a center be financed?	Grade Level					Adults
	9	10	11	12	All	
	N=84 %	N=76 %	N=96 %	N=67 %	N=323 %	N=193 %
Taxes						
Admission	21*	26	29	36	28	42
Regular dues	18	11	24	31	21	-
Voluntary contributions	40	43	56	46	47	23
Other	40	61	44	67	51	-
	5	8	4	12	7	35

\*Multiple answers are given, therefore percentages may total to more than 100 percent.

The young persons said they favored either voluntary contributions (51 percent) or regular dues (47 percent) to finance such a center. Taxes as a method of financing the youth center was endorsed in ever-increasing percentages from ninth through twelfth grade (Table 25).

A higher percentage of all girl respondents favored voluntary contributions and regular dues for financing while a higher percentage of the males favored either taxes or admission.

Parent respondents tended to favor a tax support or service group support for financing the youth center. In other words, the parents tended to favor a broad-faced community finance plan while the youth favored a more individually oriented "user" plan.

Table 26. Youth Opinions Regarding the Ways They Would be Willing to Support Such a Center.

How would you support such a center?	Grade Level					All
	9	10	11	12		
	N=84 %	N=76 %	N=96 %	N=67 %		N=323 %
Frequent attendance	45*	54	74	75		62
Manning snack bar	42	55	50	43		48
Cleaning	18	28	35	42		30
Repairing	20	16	16	28		20
Planning	39	36	49	61		46
Control & supervision	18	36	25	33		27
Fund Raising	45	46	56	57		51
Other	1	5	3	10		5

\*Multiple answers are given, therefore, percentages may total to more than 100 percent.

The following responsibilities were indicated by the young persons as ones they would be willing to assume in order to help insure success for such a center at as low cost as possible: Frequent attendance (62 percent) (particularly the eleventh and twelfth graders); fund raising (51 percent) (again the eleventh and twelfth graders) manning the snack bar (48 percent) (the tenth graders were most favorable to this alternative); planning for the various program activities (46 percent) (the eleventh and particularly the twelfth graders were more favorable), cleaning (30 percent) (ninth graders were very low in expressing this kind of support, but eleventh and twelfth graders were quite high); and control and supervision (27 percent) (the tenth and twelfth graders were most willing to accept this challenge) (Table 26).

Girls were somewhat more willing to clean, plan programs, help raise funds, attend frequently and man the snack bar, while the boys were somewhat more willing to repair, and control and supervise. Fewer ninth graders pledged support by frequent attendance than did the upper grades, which may reinforce the notion of their closer identification with the YMCA program mentioned earlier.



## FOOTNOTES

1. Appendices A and B contain the data from which the report findings were taken. Copies of the questionnaires (both adult and youth) can be obtained from the Department of Rural Sociology, 204 Weaver Building, University Park, Pennsylvania 16802.
2. The slightly discrepancies among the percentages in Table 1 may have resulted from the difference in wording of the youth and adult questions. The youth were asked, "How far do you live from the school?" while the adults were asked, "How far do you live from the center of Danville?" Both nearby so the discrepancies may have offered for this reason, but this did not invalidate the youth-adult sample fit.
3. Appendix A, Table 11 indicates that young females felt less pressure to participate in organized activities than did young males. Nearly one-third of the sample reported a desire for the availability of additional organized activities. But also, 52 percent of the young people reported feeling they did not have enough time to "just do what they wanted to do." (Appendix A, Table 12).
4. Fifty-one percent of the adults said they helped their children set guidelines for the spending of their allowance and/or income, while 43 percent stated they did not (Appendix B, Table 28). A majority of the young females reported they spent their money mainly on "things," clothes, and entertainment, while most males spent their money on a broader range of items, including sporting equipment, automobiles and/or accessories (Appendix A, Table 31).
5. For all areas of "problems," the youth indicated they talked over such problems with parents, friends, and counselors in that order. Young females indicated a greater tendency to talk with their parents and friends than the males. Males reported a somewhat greater tendency to talk with a counselor than females. Friends become a more important "talk over" source for the upper grade respondents than for the lower grades. Conversely, parents remained a major "talk over" source across all grade levels, but became relatively less important in the upper grades (Appendix A, Table 33).
6. Sixty percent of the adult respondents indicated their willingness to discuss the rewards and hardships of their chosen fields with young people, preferably on an individual basis or in small groups (3 or 4) rather than speaking to a larger group (Appendix B, Table 32). Open-ended comments on many questionnaires showed that the adults did not realize youth had questions of this nature while youth did not realize adults were willing to talk with them seriously about their careers. A file of such persons is to be developed by the school guidance counselor for use with Danville area youth.
7. We find that a great majority of the youth felt they could work



with other young people whose standards differ from theirs. More females than males at all grade levels indicated their tolerance, and tolerance increased from ninth to twelfth grades (Appendix A, Table 39). Similarly, more females than males at all grade levels indicated religion had something personal for them and it was increasingly more important from ninth to twelfth grade (Appendix A, Table 42).

## APPENDICES

## APPENDIX A - YOUTH DATA ONLY

Table 1. Youth Respondents by Respondent Categories

	9 N=84	10 N=76	11 N=96	12 N=67	All Grades N=323
Sex	%	%	%	%	%
Males	52	58	47	52	52
Females	48	42	53	48	48
Percentage of Total Sample	26	24	30	21	101

Table 2. Age Distributions of Respondents as Reported by Respondent Categories

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	323
ages	%	%	%	%	%	%	%	%	%	%	%
.4	46	60							12	16	14
.5	39	35	59	72					25	24	24
.6	13	5	30	25	67	65			30	27	28
.7			9	3	29	27	71	66	25	23	24
.8					4	8	23	34	6	10	8
.9			2				6		1		1
No Information	2								1		1
Average Age of Youth in Sample	14.6	14.5	16.0	15.3	16.4	16.4	17.4	17.3	16.2	15.3	15.8

Table 3. High School Courses Taken as Reported by Respondents

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	323
Course Taken	%	%	%	%	%	%	%	%	%	%	%
College Prep.	42	53	48	28	64	35	71	78	55	47	52
Business	20	28	25	50	9	49	11	9	20	35	26
General	26	20	25	22	27	16	11	13	22	18	20
Vocational	6						6		1		1
No Information	7		2						1		1

Table 4. Respondents' Classifications of Father's and Mother's Formal Education Attainment

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	
Father's Formal Educational Attainment	%	%	%	%	%	%	%	%	%	%	%
Less Than 8 Grades	13	12	2	6	4	12	3	6	6	10	8
8-11 Grades	33	25	30	39	32	36	23	38	30	34	32
12 Grade	29	49	36	29	40	32	43	22	38	33	35
Trade School	2	2	18	6	9	10	17	6	11	6	9
1-3 Years College	2	7	9	2	9	1	3	9	4	5	4
College Degree	8	-	5	6	4	4	11	19	7	7	7
No Information	13	5	-	12	2	5	-	-	4	5	5
Mother's Formal Educational Attainment	%	%	%	%	%	%	%	%	%	%	%
Less Than 8 Grades	4	5	5	9	7	4	4	6	4	6	5
8-11 Grades	26	27	32	22	27	35	23	22	26	28	27
12 Grade	50	53	48	50	49	45	51	38	50	46	48
Trade School	4	3	2	2	9	2	6	6	5	3	4
1-3 Years College	4	5	9	6	7	8	9	9	7	7	7
College Degree	2	5	5	2	2	6	11	19	5	7	6
No Information	11	2	-	9	-	-	-	-	3	3	3

Table 5. Parents Employment Status as Reported by Respondent Categories

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	
Employment Status	%	%	%	%	%	%	%	%	%	%	%
Both Self-Employed	2	-	9	2	-	-	-	3	3	1	2
Father Yes, Mother No	14	7	18	12	9	8	14	6	14	8	11
Father No, Mother Yes	2	-	2	-	-	1	3	-	2	1	1
Neither Self-Employed	82	91	67	80	91	83	83	91	80	85	83
No Information	-	2	4	6	-	8	-	-	1	5	3

Table 6. Respondents' Classifications of Father's and Mother's Occupational Categories According to Census Classifications

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Father's Occupation	%	%	%	%	%	%	%	%	%	%	%
Deceased, Retired, or Unemployed	2	2	5	12	4	8	9	3	5	6	5
Professional	14	13	5	-	7	6	14	13	10	8	9
Farm Owner	18	13	11	22	9	12	11	19	12	16	14
Manager	2	8	16	10	7	4	29	16	12	9	11
Sales and Clerical	9	-	2	6	7	8	3	3	5	4	5
Craftsman	7	13	14	16	28	18	9	6	15	14	14
Operator	14	20	16	26	7	12	6	9	10	16	14
Service	2	8	9	3	9	4	3	3	6	4	5
Labor	23	22	23	3	22	25	17	28	23	21	22
No Information	9	2	-	3	-	3	-	-	2	2	2
Mother's Occupation	%	%	%	%	%	%	%	%	%	%	%
Deceased, Retired, Un- employed, or Home- maker	32	44	41	30	30	42	27	45	35	43	40
Professional	11	10	5	6	7	8	14	12	9	9	9
Farm Owner	2	-	-	6	2	-	-	3	1	1	1
Manager	-	-	7	-	2	-	-	-	1	-	1
Sales and Clerical	20	10	11	10	10	12	20	12	16	11	14
Craftsman	-	-	2	2	2	-	-	-	1	1	1
Operator	2	10	2	2	3	2	-	-	1	4	2
Service	10	12	9	15	14	12	27	12	13	12	13
Labor	5	7	14	14	9	19	5	10	10	11	10
No Information	18	7	9	15	9	3	8	6	13	8	10

Table 7. Numbers of Brothers and/or Sisters Currently Living at Home as Reported by Respondent Categories

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Numbers of Brothers and Sisters at Home	%	%	%	%	%	%	%	%	%	%	%
1	9	17	14	13	13	17	20	16	14	16	14
2	26	20	24	22	17	24	28	31	24	23	24
3	30	27	16	22	27	26	22	25	23	25	25
4	9	10	16	25	17	14	16	22	14	17	16
5	11	7	11	9	22	6	3	-	12	6	9
6	11	7	9	-	2	10	3	3	7	6	6
7 or More	4	12	10	9	2	4	8	3	6	7	6

Table 8. Distances from School as Reported by Respondent Categories

Distance from School	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total 323
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
	%	%	%	%	%	%	%	%	%	%	%
Less than 1 Mile	32	33	30	34	42	55	41	34	36	40	38
1-3 Miles	18	33	34	19	22	25	34	38	27	28	28
3-5 Miles	18	10	11	22	18	2	14	6	15	9	12
Over 5 Miles	32	25	25	25	18	18	11	22	22	23	22

Table 9. Respondents' Answers to the Question, "How Do You Usually Come to School?"

Method of School Transportation	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total 323
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
	%	%	%	%	%	%	%	%	%	%	%
Bus	52	48	41	59	40	43	29	41	41	47	44
Car	11	10	34	16	31	22	57	38	32	20	26
Walk	36	40	25	25	29	35	14	22	27	32	29
No Information	2	-	-	-	-	-	-	-	1	-	1

Table 10. Respondents' Answers to the Questions, "How Many Activities, Both In-School and after School, Do You Participate In?"

In-School Activities	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total 323
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
	%	%	%	%	%	%	%	%	%	%	%
1)	14	13	34	41	16	16	17	-	20	17	19
2)	29	38	32	29	32	30	8	13	26	28	27
3)	28	15	18	9	18	14	17	13	21	14	18
4)	14	13	7	9	16	11	30	3	16	9	12
5)	11	13	2	3	11	18	8	15	8	13	10
6)	4	8	7	9	7	11	20	56	9	19	14

Table 10. (Continued)

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
After School Activities	%	%	%	%	%	%	%	%	%	%	%
1	18	23	36	47	53	35	34	19	36	31	33
2	47	33	46	23	34	45	35	43	39	37	38
3	24	34	9	18	9	14	17	19	16	21	18
4	7	8	7	9	4	6	8	16	7	9	8
5 or More	4	2	2	3	-	-	6	3	3	2	2

Table 11. Respondents' Answers to the Questions Regarding Participation in and Their Feelings Towards Organized Activities

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
Too Many Organized Activities	%	%	%	%	%	%	%	%	%	%	%
Yes	7	-	4	3	9	-	6	3	7	1	4
No	93	100	94	97	91	100	94	97	93	99	96
Do You Feel "Forced" Into Activities	%	%	%	%	%	%	%	%	%	%	%
Yes	20	10	16	3	16	8	17	6	17	7	12
No	80	90	84	97	84	92	83	94	83	93	88
Any Activity In or Out of School You Would Like to Participate In?	%	%	%	%	%	%	%	%	%	%	%
Yes	29	45	22	25	37	26	24	44	28	34	31
No	69	52	71	72	56	60	70	50	67	59	63
No Information	2	3	7	3	7	14	6	6	5	7	6

Table 12. Respondents' Answers to the Question, "Do You Have Enough Time to Just "Do What you Want to Do?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Enough Free Time	%	%	%	%	%	%	%	%	%	%	%
Yes	50	50	50	53	53	45	43	44	49	47	48
No	50	50	50	47	47	53	57	56	51	53	52

Table 13. Respondents' Answers to the Question, "Do You Think Danville Needs a Youth Center?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Do You Feel Danville Needs a Youth Center?	%	%	%	%	%	%	%	%	%	%	%
Yes	89	92	93	97	90	100	89	94	90	96	93
No	11	8	7	3	8	-	11	6	10	4	7

Table 14. Respondents' Answers to the Questions, "Do You Think the School Could be Used for Such a Center, and 'If Yes - What Facilities Might be Used?'"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
If School Considered Do You Think Good Idea?	%	%	%	%	%	%	%	%	%	%	%
Yes	66	62	43	50	40	35	28	64	45	50	48
No	20	15	41	44	42	59	58	27	39	39	39
No Information	14	23	16	6	18	6	14	9	16	11	13



Table 14. (Continued)

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
If Yes, What Facilities? %	%	%	%	%	%	%	%	%	%	%	%
Cafeteria*	40	50	44	27	35	47	67	47	43	44	44
Auditorium*	53	67	56	33	45	53	56	58	52	54	53
Gym*	80	71	94	100	85	84	100	100	87	87	87
Library*	40	50	39	27	25	58	78	58	40	48	45
Classroom*	17	25	32	13	10	32	33	37	18	27	23
Auto Shop*	43	4	61	-	25	21	33	42	42	17	29
Athletic Field*	63	67	89	47	55	74	89	95	70	71	71
Combinations	57	60	39	34	36	31	30	60	39	45	42
No Information	34	40	57	50	60	65	71	40	55	50	52

Percentages run only on "yes" answers; not total answers.

Table 15. Respondents' Answers to the Question, "What Building(s) Might be Used in Place of the School?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Youth Center Building Alternatives	%	%	%	%	%	%	%	%	%	%	%
Armory	9	8	11	13	-	26	-	13	5	16	10
& P	24	13	28	25	45	34	40	19	33	24	29
All Other Combinations	6	21	11	12	8	16	20	21	12	18	15
No Information	61	58	50	50	47	24	40	47	50	42	46

Table 16. Respondents' Answers to the Question, "What Age Grouping Should the Youth Center Program be For?"

Age Grouping?	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total 323
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	
	%	%	%	%	%	%	%	%	%	%	
0-19	21	19	20	24	9	4	21	6	17	12	15
4-19	35	33	38	31	55	49	47	64	44	44	44
4-17	21	23	13	15	4	6	-	3	10	12	11
6-19	7	2	11	24	19	35	21	18	14	21	17
No Information	16	23	18	6	13	6	11	9	14	11	13

Table 17. Respondents' Answers to the Question, "Who Should Have Responsibility for the Running and Control of Such a Youth Center?"

Responsibility for Control of Center	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total 323
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	
	%	%	%	%	%	%	%	%	%	%	
Adults and Youth	48	42	37	55	49	56	49	70	45	55	50
Youth Only	9	-	10	15	22	8	14	3	14	8	11
Others Adults	19	-	12	9	4	8	3	-	10	5	7
All Other Combinations	6	33	25	15	14	22	23	18	17	20	19
No Information	18	25	16	6	11	6	11	9	14	12	13

Table 18. Respondents' Answers to the Question, "How Should the Youth Center be Financed?"

How Should the Center be Financed?	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total 323
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	
	%	%	%	%	%	%	%	%	%	%	
Admission	10	13	4	3	4	2	6	9	6	6	6
Dues	14	19	12	19	21	21	-	9	11	17	14
Contributions	8	10	15	25	9	8	9	9	10	12	11
Contributions and Dues	12	19	15	19	4	19	6	18	9	18	13
Contributions, Dues, and Taxes	4	6	7	3	4	8	24	13	10	7	8
All Other Combinations	34	11	31	25	47	36	34	33	40	30	35
No Information	18	22	16	6	11	6	11	9	14	11	13

Table 19. Respondents' Answers to the Question, "When Should the Center be Open?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total 323
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	
Open During	%	%	%	%	%	%	%	%	%	%	%
<u>School Year</u>											
<u>WEEKDAYS</u>											
Afternoon	2	9	2	9	2	-	3	3	2	5	4
Evening	7	5	11	16	13	25	17	21	12	18	15
Both	52	46	60	56	59	54	51	64	55	54	55
Full Day	-	2	2	3	2	2	6	3	2	3	3
No Information	39	38	25	16	24	16	23	9	28	20	24
<u>FRIDAY AND SATURDAY</u>											
Afternoon	-	8	-	13	-	-	-	3	-	5	2
Evening	10	9	9	16	16	20	20	12	13	15	14
Both	32	30	28	52	33	40	34	30	32	37	35
Full Day	24	15	38	6	29	26	26	46	29	24	27
No Information	34	38	25	13	22	14	20	9	26	19	22
<u>SUNDAY</u>											
Afternoon	20	15	18	15	18	20	11	15	17	17	17
Evening	2	5	4	6	9	12	6	-	5	7	6
Both	14	32	30	57	20	38	46	60	27	45	35
Full Day	7	-	7	3	13	6	3	6	8	4	6
No Information	57	48	41	19	40	24	34	19	43	28	36
Open During	%	%	%	%	%	%	%	%	%	%	%
<u>Summer</u>											
<u>WEEKDAYS</u>											
Afternoon	2	5	-	9	-	-	-	3	1	3	2
Evening	2	-	2	13	4	10	9	-	4	6	5
Both	14	23	12	24	20	26	24	25	17	24	20
Full Day	48	42	63	45	56	48	47	63	54	50	52
No Information	34	30	23	9	20	16	20	9	24	17	21
<u>FRIDAY AND SATURDAY</u>											
Afternoon	2	8	-	9	2	-	-	3	1	5	3
Evening	2	9	2	9	11	18	9	3	6	11	8
Both	11	15	13	34	9	18	20	25	13	23	18
Full Day	42	30	60	39	54	50	42	60	49	44	46
No Information	43	38	25	9	24	14	29	9	30	17	24
<u>SUNDAY</u>											
Afternoon	14	10	9	19	18	18	9	13	13	15	14
Evening	2	2	-	3	7	14	3	-	3	6	4
Both	16	38	43	50	15	36	42	56	29	44	36
Full Day	11	-	7	9	20	8	6	9	11	6	9
No Information	57	50	41	19	40	24	40	22	45	29	37

Table 20. Respondents' Answers to the Question, "What Kinds of Activities Should Be Offered by Such a Center?"

Kinds of Activities	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
	%	%	%	%	%	%	%	%	%	%	%
Library	46	40	36	38	44	59	49	62	45	50	47
Snack Bar	67	68	75	78	84	92	71	88	76	82	79
Pool Table	69	55	75	78	84	73	74	72	79	69	73
Dancing	62	72	64	81	78	94	80	91	72	85	78
Arts	35	22	45	44	36	35	49	28	41	32	37
Table Tennis	58	60	64	69	58	65	54	59	60	63	62
Lobby Center	31	32	43	56	42	43	37	47	40	44	41
Basketball	58	65	73	69	62	59	60	59	65	63	64
Shuffleboard	27	20	39	31	20	35	31	25	30	28	29
Swimming	71	75	75	81	67	78	57	84	70	79	74
Other	19	25	27	12	29	16	37	50	28	24	26
Combinations	77	78	82	90	91	92	94	90	83	88	85
No Information	16	23	16	6	11	6	12	9	14	11	12

Table 21. Respondents' Answers to the Question, "What Kinds of Support Would You be Willing to Give Such a Center?"

Support By	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
	%	%	%	%	%	%	%	%	%	%	%
Frequent Attendance	48	42	50	59	71	76	71	78	60	64	62
Planning Snack Bar	45	38	43	72	29	69	31	56	37	59	48
Cleaning	11	25	20	38	20	49	34	50	21	41	30
Repairing	32	8	25	3	29	4	34	22	30	9	20
Planning Activities	32	48	25	50	47	51	54	69	39	50	46
Control and Supervision	27	8	41	28	33	17	40	25	35	19	27
Fund Raising	41	50	34	62	36	75	43	72	38	65	51
Combinations	40	70	70	84	70	92	66	91	65	84	71
No Information	20	25	27	6	16	6	11	9	18	11	14

Table 22. Respondents' Answers to the Question, "How Do You Feel About Your Parents' Control of You?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Parents' Control?	%	%	%	%	%	%	%	%	%	%	%
Too Strict	23	28	11	22	16	16	9	-	14	14	14
About Right	75	68	86	75	80	84	80	97	81	83	82
Not Strict Enough	2	5	2	3	4	-	11	3	5	3	4

Table 23. Respondents' Answers to the Question, "Once Guidelines for Behavior are Established and Agreed upon are These Enforced?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Guidelines Enforced?	%	%	%	%	%	%	%	%	%	%	%
Yes	76	85	82	88	83	86	78	84	80	85	83
No	22	15	18	13	15	14	20	16	18	15	17
No Information	2	-	-	-	2	-	3	-	2	-	1

Table 24. Respondents' Answers to the Question, "Should Your Parents' Say "NO" More Often?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Should Parents Say "NO" More Often?	%	%	%	%	%	%	%	%	%	%	%
Yes	8	12	14	10	3	8	15	19	9	12	10
No	33	15	22	10	28	14	22	3	27	11	19
No Information	59	73	64	81	69	78	63	78	64	77	71

Table 25. Respondents' Answers to the Question, "Should You Have Home Responsibilities?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Home Responsibilities?	%	%	%	%	%	%	%	%	%	%	%
Yes	98	98	100	100	96	98	97	97	98	98	98
No	2	3	-	-	4	2	3	3	2	2	2

Table 26. Respondents' Answers to the Questions, "What Do These Home Responsibilities Include?" and "How Many Hours a Week Do These Responsibilities Take?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Kinds of Home Re- sponsibilities?	%	%	%	%	%	%	%	%	%	%	%
Own Room, Clothes, and Housework	-	13	-	16	-	24	6	7	1	15	8
Own Room, Clothes, Housework, and Babysitting	-	31	2	31	-	38	-	26	1	31	15
Lawn, Clothes, and Room	28	-	16	-	28	-	21	-	23	-	12
Lawn, Clothes, Room, Housework	7	8	14	16	9	4	18	32	11	13	12
Lawn, Clothes, Room, Housework, and Babysitting	5	8	2	13	2	16	3	19	3	14	8
All Other Combina- tions	58	38	64	24	57	18	46	13	57	25	42
No Information	2	2	2	-	4	1	6	3	4	2	3
Hours Spent in These Responsibilities	%	%	%	%	%	%	%	%	%	%	%
Less than 1	6	-	13	6	9	4	8	-	10	3	6
1-3	39	33	28	47	34	31	38	22	33	32	33
3-5	26	40	28	19	25	26	26	34	25	30	28
More than 5	28	25	29	28	29	37	26	41	29	33	31
No Information	2	2	2	-	4	2	3	3	3	2	2

Table 27. Respondents' Answers to the Question, "Do You Receive a Set Allowance?" and if Yes, "Who Sets the Allowance?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Do You Receive An Allowance?	%	%	%	%	%	%	%	%	%	%	%
Yes	41	38	25	24	33	40	23	31	30	34	32
No	57	62	75	73	64	55	75	66	68	63	65
No Information	2	-	-	3	4	6	3	3	2	3	3
Is Yes, Who Sets the Allowance?	%	%	%	%	%	%	%	%	%	%	%
Parents	26	25	15	15	32	25	9	17	21	21	21
Both Parents and You	10	12	10	10	1	14	14	14	9	11	11
No Information	64	63	75	75	67	61	77	69	70	68	68

Table 28. Respondents' Answers to the Question, "How Much Allowance Do You Receive?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
How Much Allowance Do You Receive?	%	%	%	%	%	%	%	%	%	%	%
Less than \$1 to \$3	27	25	13	12	22	24	6	9	18	19	18
\$3.01 to \$5	12	12	7	7	5	14	17	15	10	12	11
Over \$5	-	-	5	6	2	4	-	7	2	4	3
No Information	61	63	75	75	71	59	77	69	70	65	68

Table 29. Respondents' Answers to the Question, "If You Do Not Receive a Set Allowance, How Do You Get Spending Money or Money in Addition to Your Allowance?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Additional Money to or Instead of an Allowance %	%	%	%	%	%	%	%	%	%	%	%
Money from Parents	4	37	16	53	16	27	5	34	11	37	25
After School Work	12	17	13	7	11	19	30	12	15	15	15
Parents and After School Work	7	7	7	7	4	10	5	6	6	6	6
Summer Work	13	7	2	2	11	-	5	-	9	3	5
Parents and Summer Work	20	7	18	14	25	12	5	10	19	10	15
After School and Summer Work	12	2	7	2	9	5	34	12	13	5	9
All Combinations	12	5	21	2	4	2	5	10	9	5	7
No Information	20	18	16	13	22	25	11	16	18	18	18
Combinations With Money from Parents	42	56	62	76	49	51	20	60	44	59	53

Table 30. Respondents' Answers to the Question, "If You Work After School, How Many Hours Per Week Do You Work?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Numbers of Hours Per Week Worked After School?	%	%	%	%	%	%	%	%	%	%	%
Less than 3-5 Hours	8	7	2	6	2	6	6	3	4	6	5
6-15 Hours	12	7	14	6	8	6	12	9	11	7	9
More than 20 Hours	7	6	20	6	6	19	48	19	20	13	17
No Specification	10	7	7	-	2	2	-	10	5	4	4
No Information	64	73	57	81	80	67	34	59	60	70	65



Table 31. Respondents' Answers to the Question, "On What Kinds of Things Do You Spend Your Money?"

On What Do You Spend Your Money?	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total 323
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
	%	%	%	%	%	%	%	%	%	%	%
Just "Things"	11	5	4	9	2	2	3	-	6	4	5
Clothes	2	8	2	13	-	6	-	6	1	8	4
Things and Clothes	2	20	4	19	4	10	-	3	3	13	8
Things and Entertainment	2	5	7	-	2	8	3	13	4	7	5
Things, Clothes, and Entertainment	9	28	9	22	4	42	6	19	7	28	18
Things, Clothes, and Miscellaneous	12	10	5	9	-	-	-	9	7	7	7
All Other Combinations	63	24	64	38	88	30	88	50	69	33	52
No Information	2	-	5	-	-	2	-	-	3	-	1

Table 32. Respondents' Answers to the Question, "What Problems Do You Have as a Student?"

What Kinds of Student Problems Do You Have?	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total 323
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
	%	%	%	%	%	%	%	%	%	%	%
None	5	10	8	16	14	16	11	16	12	14	13
Career Decisions	-	18	11	16	11	10	23	13	10	14	12
Career and Course Grades	7	8	-	10	7	4	6	3	6	5	6
Grades and Studies	16	10	3	10	9	4	-	-	7	6	7
Grades, Studies, and Careers	9	5	21	10	5	16	9	7	10	10	10
Grades, Studies, and Careers	5	3	3	-	5	2	11	13	5	4	5
All Other Combinations	56	46	48	35	47	47	40	45	47	44	44
No Information	2	-	6	3	2	1	-	3	3	3	3

Table 33. Respondents' Answers to the Question, "Who Do You Talk to If You Have Problems?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
Who Do You Talk To About Problems?	%	%	%	%	%	%	%	%	%	%	%
Friends	8	7	9	22	13	24	26	19	14	18	16
Parents	45	58	36	34	30	42	31	43	30	41	37
Counselor	10	10	7	-	2	-	6	6	6	4	5
Other Combinations	12	12	3	19	15	9	20	6	11	14	12
No Information	25	13	45	25	40	25	17	16	39	23	30

Table 34. Respondents' Answers to the Question, "What Subjects Would You Like to Have Included in School in Addition to What You Now Have?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M	F	M	F	M	F	M	F	M	F	
	N's=44	40	44	32	45	51	35	32	168	155	
What Subjects Would You Like to Have Included in School in Addition to What you Now Have?	%	%	%	%	%	%	%	%	%	%	%
Use of Credit	7	2	-	10	-	4	3	7	2	5	3
Filling Out Job Appli- cations and Preparing for an Interview	5	16	5	17	6	28	3	18	5	20	14
Military Obligation	13	-	16	-	20	2	20	3	18	1	8
Community Service Available	-	14	5	7	2	9	10	14	4	10	7
Additional Sex Education Course	26	25	21	18	20	9	7	14	19	16	18
All Other Combina- tions	33	25	37	26	30	26	37	28	32	27	30
No Information	16	18	16	22	22	22	20	16	20	21	20

Table 35. Respondents' Answers to the Question, "Would You be Interested in Auditing No-Credit Courses in Addition to Your Regular Studies Just for Personal Gain?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M	F	M	F	M	F	M	F	M	F	Total
	N's=44		44	32	45	51	35	32	168	155	323
Would You Like to Audit No-Credit Courses?	%	%	%	%	%	%	%	%	%	%	%
Yes	36	66	45	51	65	71	90	91	59	68	63
No	62	32	55	36	33	29	7	9	39	28	35
No Information	2	2	-	13	2	-	3	-	2	3	2

Table 36. Respondents' Answers to the Question, "What Persons Other than Teachers do You Talk to About Careers?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M	F	M	F	M	F	M	F	M	F	Total
	N's=44		44	32	45	51	35	32	168	155	323
What Persons other than Teachers do You Talk to About Careers?	%	%	%	%	%	%	%	%	%	%	%
Medical	3	19	8	32	-	7	3	31	4	21	10
Agency People	3	16	3	4	4	19	3	9	3	13	7
Medical and Agency	-	11	-	12	4	14	3	6	2	11	5
Skilled Laborers	19	5	19	-	11	2	7	-	14	2	7
Company Personnel											
Managers	8	8	6	8	7	5	-	3	6	7	5
Clergy	8	14	6	8	7	12	7	13	6	12	8
All Other Combinations	43	20	40	16	27	36	60	38	42	38	40
No Information	16	7	18	20	40	5	17	-	23	6	18
Combinations Without Clergy	76	70	67	60	41	62	45	60	51	63	57

Table 37. Respondents' Answers to the Questions, "Do You Think a Generation Gap Exists Between Youth and Adults?" and "How Do You Think the Generation Gap can be Solved?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Do You Think a Generation Gap Exists?	%	%	%	%	%	%	%	%	%	%	%
Yes	82	68	69	94	78	80	66	88	74	81	78
No	18	29	26	6	20	20	34	12	24	18	21
No Information	-	3	5	-	2	-	-	-	2	1	1
How Can the Generation Gap be Solved?	%	%	%	%	%	%	%	%	%	%	%
No Solution	25	3	23	22	29	2	9	9	22	8	15
Parents Solve	25	25	35	22	27	30	26	9	29	26	27
Youth Solve	9	8	-	9	-	5	9	22	4	10	7
Parents and Youth Solve Together	23	22	13	41	22	43	23	22	20	38	29
No Information	18	22	30	6	22	20	34	38	26	18	22

Table 38. Respondents' Answers to the Question, "Who Sets the Standards by Which You Live?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
Who Sets the Standards by Which You Live?	%	%	%	%	%	%	%	%	%	%	%
Parents	34	30	25	22	20	14	9	6	23	13	17
You	7	-	5	3	9	6	9	16	7	6	7
Combinations	59	63	70	75	71	80	83	78	70	81	76

Table 39. Respondents' Answers to the Question, "Do You Feel You Can or Could Work with Other Young People Whose Standards Differ From Yours?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	323
Can You Work with Others Whose Standards Differ From Yours?	%	%	%	%	%	%	%	%	%	%	%
Yes	70	81	85	91	89	94	94	97	84	91	88
No	30	16	10	9	11	6	3	3	14	8	11
No Information	-	3	5	-	-	-	3	-	2	1	1

Table 40. Respondents' Answers to the Question, "What is Your Dating Pattern?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	323
Dating Pattern?	%	%	%	%	%	%	%	%	%	%	%
Don't	30	53	34	41	29	16	20	16	29	37	33
Occasionally	45	30	43	22	53	39	37	34	45	27	36
Frequently	16	-	2	13	9	14	15	31	10	12	11
Steady	9	12	21	25	9	31	28	19	16	24	20

Table 41. Respondents' Answers to the Question, "What Access Do You Have to a Car?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	323
Access to Car?	%	%	%	%	%	%	%	%	%	%	%
Own	12	2	15	9	38	4	46	10	27	6	17
Family	24	2	24	16	30	53	37	71	28	41	33
Limited	46	63	43	59	31	35	17	13	35	38	37
No Information	18	83	18	16	2	8	-	6	10	15	13

Table 42. Respondents' Answers to the Question, "Do You Feel Religion has Anything to Offer You Personally?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	323
Does Religion Have Anything to Offer?	%	%	%	%	%	%	%	%	%	%	%
Yes	76	86	75	89	82	98	93	97	81	90	86
No	19	9	20	12	18	2	4	-	16	6	11
No Information	5	5	5	9	-	-	3	3	3	4	3

Table 43. Respondents' Answers to the Question, "Do You Plan to Stay in Danville Permanently?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	323
Do You Plan to Stay in Danville?	%	%	%	%	%	%	%	%	%	%	%
Yes	45	57	37	33	24	24	6	9	27	32	29
No	46	50	58	54	63	64	63	85	60	58	59
No Information	9	13	5	13	13	12	31	6	13	10	12

Table 44. Respondents' Answers to the Question, "Where Do You Usually Spend Your Leisure Time on Weekdays and/or Weekends?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	323
Where Do You Spend Your Leisure Time?	%	%	%	%	%	%	%	%	%	%	%
WEEKDAYS											
Home	15	30	23	38	19	28	21	16	19	28	23
Home and Friends	5	5	9	6	11	2	3	-	7	3	5
School and Home	12	3	5	9	5	12	3	6	6	8	7
Danville Area	7	-	18	-	9	6	6	3	10	3	6
Danville and Home	10	15	14	3	14	10	15	13	13	10	11
Danville, Home, and Friends	5	3	2	13	5	2	6	16	4	10	7
Danville, School, and Home	10	13	5	13	9	22	15	16	9	16	12
All Other Combinations	39	31	24	18	26	16	29	30	29	22	27
No Information	7	-	-	-	2	2	2	-	3	1	2

Table 44. (Continued)

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	
WEEKENDS	%	%	%	%	%	%	%	%	%	%	%
Home	2	10	14	16	4	2	6	3	6	7	7
Friends	14	13	11	10	11	2	3	-	10	6	8
Home and Friends	2	13	7	13	7	2	6	6	5	8	7
Danville Area	14	3	9	-	13	10	-	3	10	7	8
Danville and Home,	5	-	7	9	4	12	9	3	6	7	6
Danville, Friends,											
and Home	14	23	14	16	9	12	14	16	13	16	15
All Other Combinations	44	35	38	37	52	56	60	66	48	46	46
No Information	5	3	-	-	-	4	2	3	2	3	3

Table 45. Respondents' Answers to the Question, "How Do You Generally Spend Your Leisure Time on Weekdays and/or Weekends?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	
How Do You Generally Spend Your Leisure Time?											
WEEKDAYS	%	%	%	%	%	%	%	%	%	%	%
TV	12	13	14	3	2	4	-	3	8	6	7
TV, Records, and Visiting	-	8	5	19	5	12	-	6	3	11	7
Just "Messing Around"	10	8	10	-	7	2	3	3	8	4	6
TV and "Messing Around"	-	-	5	3	2	4	6	7	3	4	3
TV, "Messing Around," and Records	-	8	-	7	2	10	3	7	1	7	5
All Other Combinations	73	60	61	65	80	62	82	71	73	64	69
No Information	5	3	5	3	2	6	6	3	4	4	3
WEEKENDS	%	%	%	%	%	%	%	%	%	%	%
Just "Messing Around"	9	3	14	3	9	2	6	7	10	3	7
Just "Messing Around," Dancing, TV, Movies, Records, and Visiting	-	8	-	6	5	8	-	3	1	6	4
"Messing Around," Dancing, Sports, Movies, TV, Records, and Visiting	-	5	2	3	5	8	-	7	2	6	4
Visiting, "Messing Around," Hobbies, Records, TV, Movies, Sports, and Dancing	9	8	2	3	5	4	3	7	4	5	5
All Others	80	71	77	85	74	72	91	70	81	75	77
No Information	2	5	5	-	2	6	-	6	2	5	3

Table 46. Respondents' Answers to the Question, "Who Do You Really Think Should Regulate the Various Items of Interest and Concern Listed Below?"

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	Total 323
<b>'Who Do You Think Should Regulate?'</b>											
<b>DRUGS</b>	%	%	%	%	%	%	%	%	%	%	%
Nobody	18	13	7	6	7	12	-	3	8	9	9
Each Person	30	13	28	35	31	31	14	24	26	26	26
Parents	7	5	2	9	2	2	6	3	4	4	4
Society	23	36	38	30	42	47	51	40	38	39	38
Each Person and Society	2	5	2	6	9	4	9	3	5	4	5
Each Person, Parents, and Society	4	10	15	-	5	2	9	18	8	7	7
Other Combinations	7	10	-	8	2	2	2	6	3	7	5
No Information	9	8	9	6	2	-	9	3	8	4	6
<b>PREMARITAL SEX</b>	%	%	%	%	%	%	%	%	%	%	%
Nobody	18	2	9	9	11	10	3	3	11	6	9
Each Person	36	34	64	50	58	55	50	63	52	50	51
Parents	18	18	4	23	18	6	11	13	13	14	13
Society	11	2	4	2	2	12	8	3	7	6	6
Other Combinations	6	26	8	3	9	17	22	18	10	17	13
No Information	11	18	11	13	2	-	6	-	7	7	8
<b>URBAN PROBLEMS</b>	%	%	%	%	%	%	%	%	%	%	%
Each Person	17	4	15	3	6	8	9	13	12	7	10
Society	57	57	57	71	86	73	57	75	66	69	68
Other Combinations	12	21	19	17	6	13	28	6	15	14	14
No Information	14	18	9	9	2	6	6	6	7	10	8
<b>COMPULSORY DRAFT</b>	%	%	%	%	%	%	%	%	%	%	%
Nobody	14	5	20	9	13	14	8	3	14	8	11
Each Person	21	10	14	15	20	22	6	13	16	16	16
Society	36	42	43	64	65	52	68	75	51	57	54
Other Combinations	13	20	12	6	-	8	9	9	9	11	10
No Information	16	23	11	6	2	4	9	-	10	8	9



Table 46. (Continued)

	9 N=84		10 N=76		11 N=96		12 N=67		All Grades N=323		Total
	M N's=44	F 40	M 44	F 32	M 45	F 51	M 35	F 32	M 168	F 155	323
<b>"Who Do You Think Should Regulate?"</b>											
<b>RURAL PROBLEMS</b>	%	%	%	%	%	%	%	%	%	%	%
Each Person	6	7	26	12	5	12	12	16	12	12	12
Society	53	63	51	70	81	66	60	74	61	68	64
Other Combinations	27	20	14	9	12	16	22	9	19	14	17
No Information	14	10	9	9	2	6	6	-	8	6	7
<b>CHURCH ATTENDANCE</b>	%	%	%	%	%	%	%	%	%	%	%
Nobody	14	2	15	6	13	-	12	-	14	2	8
Each Person	44	65	55	70	65	65	65	69	56	67	61
Parents	15	9	13	3	7	14	6	3	11	8	10
Society	11	11	2	6	2	2	-	3	4	5	5
Other Combinations	5	8	10	9	11	19	11	25	9	15	12
No Information	11	5	5	6	2	-	6	-	6	3	4

## APPENDIX B - ADULT DATA ONLY

Table 1. Respondents by Respondent Category

Respondent	Husband		Wife		Husband and Wife		Sample Total N=199	
	N	%	N	%	N	%	N	%
Husband	32	100					32	16
Wife			87	100			87	44
Husband-Wife					80	100	80	40

Table 2. Respondents' Marital Status

Marital status	Husband		Wife		Husband and Wife		Sample Total	
	N=32		N=87		N=80		N=199	
	%		%		%		%	
Married	91		93		99		95	
Widowed, Separated or Divorced	6		7		-		4	
No information	3		-		1		1	

Table 3. Respondents' and Spouses Ages

Age categories of husbands and Wives	Husband		Wife		Husband and Wife		Sample Total	
	N=32		N=87		N=80		N=199	
	Husband	Wife	Husband	Wife	Husband	Wife	Husband	Wife
	%	%	%	%	%	%	%	%
Under 30-35	3	6	1	16	3	6	2	10
36-40	21	22	7	20	15	31	13	24
41-45	16	16	17	31	34	29	23	28
46-50	35	3	10	14	24	11	20	13
51-55	13	6	9	12	16	15	13	13
56 and over	4	-	8	3	5	3	6	3
No information	9	47	48	3	3	5	23	11

Table 4. Respondents' and Spouses Occupations

	Husband		Wife		Husband and Wife		Sample Total	
	N=32		N=87		N=80		N=199	
	Husband	Wife	Husband	Wife	Husband	Wife	Husband	Wife
Occupational classifications:	%	%	%	%	%	%	%	%
ceased, retired, unemployed, or homemaker only	-	45	2	46	-	40	1	43
professional	19	-	9	4	13	9	12	6
farm	9	-	7	-	9	-	8	-
manager	16	-	3	-	3	-	4	-
sales and clerical	6	-	3	17	5	14	4	13
craftsman	6	6	6	1	9	-	8	1
operator	13	3	8	5	10	3	10	3
service	13	9	15	10	18	14	16	12
laborer	9	3	16	7	27	6	19	6
no information	9	34	31	9	6	14	18	16

Table 5. Numbers of Respondents' Children Currently Living at Home

	Husband		Wife		Husband and Wife		Sample Total	
	N=32		N=87		N=80		N=199	
Number of children at home	%	%	%	%	%	%	%	%
one reported	6	-	1	2	1	2	1	2
	16	17	19	17	19	17	19	17
	19	31	25	26	25	26	25	26
	19	27	29	26	29	26	29	26
	12	12	14	13	14	13	14	13
	22	10	5	10	5	10	5	10
or more	6	3	7	6	7	6	7	6

Table 6. Age Groupings of Respondents' Children Currently Living at Home

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Age groupings of children at home	%	%	%	%
2-18 plus any over 18 at home	42	55	50	50
6-12, 12-18	34	32	33	32
less than 6, 12-18 plus any over 18 at home	9	6	3	6
less than 6, 6-12, 12-18 plus any over 18 at home	9	7	13	10
No information	6	1	1	2

Table 7. Distances from Center of Danville that Respondents Live

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Distance from Danville	%	%	%	%
Under 1 mile	31	43	35	37
1-3 miles	27	21	29	25
3-5 miles	19	9	13	12
Over 5 miles	19	27	21	24
No information	3	-	2	2

Table 8. Respondents' Organized Activity Scores

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Organized Activity Scores	%	%	%	%
None reported	44	50	32	42
Fairly inactive	19	20	15	18
Fairly active	25	19	28	23
Extremely active	12	11	25	17

Table 9. Respondents' Feelings Toward the Amount of Youth and Adult Organized Activities

		Husband	Wife	Husband and Wife	Sample Total
		N=32	N=87	N=80	N=199
Feeling towards amount of organized activity for:		%	%	%	%
Youth?	Adults?				
Not enough	not enough	31	17	19	20
Not enough	about right	41	58	54	53
about right	too many	13	17	21	18
All other combinations		9	7	6	8
No information		6	-	-	1

Table 10. Respondents' Feelings Toward the Need for a Youth Center in Danville

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Does Danville need a Youth Center	%	%	%	%
Yes	78	95	90	92
No	19	-	9	5
No information	3	5	1	3

Table 11. Respondents' Feelings Toward the Age Groupings for which Such a Center Should be Established

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Age grouping for Youth Center?	%	%	%	%
0-19	22	27	32	30
4-19	32	43	38	39
4-17	9	15	18	15
6-19	9	10	3	6
No information	28	5	9	10

Table 12. Respondents' Feelings Toward the Use of the School for Such a Center

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Do you think the school should be used for such a center?	%	%	%	%
Yes	25	31	25	28
No	53	63	62	61
No information	22	6	13	11

Table 13. Respondents' Feelings Toward the Use of Some Building (s) other than the Schools for Such a Center

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Should another building be used?	%	%	%	%
Yes	62	72	75	71
No	13	15	11	14
No information	25	13	14	15

Table 14. Respondents' Selections of Alternative Buildings other than the School for a Youth Center

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Alternative Buildings?	%	%	%	%
Armory	6	7	8	7
A & P	34	48	41	44
A & P and Armory	10	11	3	8
U. B. church	3	3	7	4
All other combinations	3	5	11	7
No information	44	26	30	31

Table 15. Those Respondents who Favored use of the School for a Youth Center Answers on what Existing School Facilities might be Used for a Youth Center

	Husband	Wife	Husband and Wife	Sample Total
What school facilities might be used?	%	%	%	%
Cafeteria	6	14	11	12
Auditorium	9	23	18	20
Gym	25	25	26	26
Library	9	14	11	12
Classrooms	6	5	5	5
Auto shop	6	8	11	9
Athletic Field	9	22	21	21
No information	75	62	74	71

Table 16. Respondents' Answers Regarding the Kinds of Activities that Might be Included in Youth Center Program

	Husband	Wife	Husband and Wife	Sample Total
Kinds of activities?	%	%	%	%
Library	45	40	44	42
Nack bar	63	88	79	79
Pool table	55	63	67	62
Dancing	73	93	90	87
Arts	47	49	57	51
Billiard pong	63	66	80	70
Robbie center	50	54	50	51
Basketball	41	47	52	48
Shuffle board	63	49	54	52
Swimming	41	37	45	40
Other	3	9	12	9
No information	21	4	9	9

Table 17. Respondents' Answers Regarding Who Should Be Responsible for Running Such a Center

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Responsible for running Youth Center?	%	%	%	%
Adults and youth	40	51	43	48
Adults and youth and parents	4	9	11	9
Adults and youth and others	8	15	5	9
Other combinations	29	20	33	26
No information	19	5	8	9

Table 18. Respondents' Answers Regarding the Times for Such a Center to be Open

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
What hours should the Youth Center be open?	%	%	%	%
<u>Weekdays</u>				
Afternoon	6	1	-	1
Evening	54	48	50	50
Both	6	24	28	22
All day	-	-	1	1
No information	34	27	21	26
<u>Friday and Saturday</u>				
Afternoon	2	-	-	10
Evening	48	54	49	50
Both	22	29	28	27
All day	3	7	9	9
No information	25	10	14	14
<u>Sunday</u>				
Afternoon	22	20	25	21
Evening	-	8	3	5
Both	12	18	26	20
All day	-	1	-	1
No information	66	53	46	52



Table 19. Respondents' Answers Regarding How Such a Center Should Be Financed

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
How should the Youth Center be financed?	%	%	%	%
Taxes	13	25	25	23
Service groups	10	14	15	14
Service and taxes	6	7	5	6
Young people, taxes and/or service	8	28	25	24
Young people, others, and/or taxes and service	35	18	15	19
No information	28	8	15	24

Table 20. Respondents' Answers to the Question, "How do you feel about the degree of control exerted by you on your children?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Control of children- Do you feel you are?	%	%	%	%
Too strict	3	4	3	4
About right	70	74	65	69
Not strict enough	20	21	31	25
No information	6	1	1	2

Table 21. Respondents' Answers to the Question, "Do you enforce guidelines once they are established?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Do you enforce established guidelines?	%	%	%	%
Yes	97	93	96	94
No	-	5	3	4
No information	3	2	1	2

Table 22. Respondents' Answers to the Question, "Should you say "No" more often to your children?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Should parents say "No" more often to your children?	%	%	%	%
Yes	44	40	53	45
No	56	51	38	47
No information	-	9	9	8

Table 23. Respondents Answer to the Questions, "Do you think children should have home responsibilities?" and if yes, "How many hours per week should these responsibilities take?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Do you think young people should have responsibilities at home?	%	%	%	%
Yes	100	100	99	99
No	-	-	1	1
How many hours a week should these responsibilities take?	%	%	%	%
Less than 1 hour	10	-	3	3
1-3	7	39	25	27
3-5	50	32	39	38
Over 5 hours	28	26	30	28
No information	6	3	3	4

Table 24. Respondents' Answers to the Question "What should these home responsibilities include?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Responsibilities	%	%	%	%
Lawn room, housework, clothes	10	9	4	7
Lawn room, clothes, housework, babysitting	7	7	9	8
Lawn, room, clothes	10	3	6	6
Housework, lawn, room, clothes	16	19	20	19
Housework, lawn, room, clothes babysitting	18	8	13	12
Everything listed	-	4	9	6
Other combinations	37	47	38	40
No information	7	3	1	3

Table 25. Respondents' Answers to the Questions, "Do you give your junior or senior high children a set allowance?" and if yes, "Who sets the allowance?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Do you give your junior or senior high children set allowance per week or month?	%	%	%	%
Yes	44	41	38	39
No	56	55	59	57
No information	-	4	3	4
If yes, who "sets" the allowance?	%	%	%	%
You	25	31	26	27
Both you and your children	19	12	13	13
No information	56	57	61	58

Table 26. Respondents' Answers to the Question, "How do your children get money in addition to or instead of an allowance?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
How do your children obtain additional money?	%	%	%	%
Parents	28	28	22	25
After school work	6	9	9	9
After school work and parents	6	9	6	8
Summer work and parents	6	13	23	16
Other combinations	16	10	12	12
No information	38	31	28	31

Table 27. Respondents' Answers to the Question, "If after school work is checked "yes" how many hours per week?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Hours a week worked if after school work is checked.	%	%	%	%
Less than 5-10	6	5	8	7
10-15	3	4	3	3
More than 20 hours	13	10	8	10
No information	78	81	81	80

Table 28. Respondents' Answers to the Question, "Do you help your children set guidelines for spending their allowance and/or income?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Do you help your children set guidelines for spending their allowance or income?	%	%	%	%
Yes	50	50	54	51
No	47	43	41	43
No information	3	7	5	6

Table 29. Respondents' Answers to the Question, "What do you think are the major problems your children have in school?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Major problems during school year?	%	%	%	%
Course and career choice	-	-	21	9
Career choice	14	10	8	9
Class studies	4	11	1	6
Grades	16	10	1	7
Grades and career	19	10	3	10
Grades, career and course of study	4	11	8	8
Other combinations	32	42	43	43
No information	13	6	10	9

Table 30. Respondents' Answers to the Question, "What additional subjects do you think should be included in the school curriculum?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Additional subjects needed in school curriculum.	%	%	%	%
Use of credit	22	17	35	25
Use of band services	25	33	48	38
Job application	41	40	51	44
Job interview	55	37	45	41
Military service obligation	25	16	25	21
Local tax structure	22	22	34	27
Alcoholic beverages	31	29	33	31
Narcotics	34	31	46	38
Marriage and family relationship	25	34	30	31
Community service	25	17	35	26
No information	31	20	15	20

Table 31. Respondents' Answers to the Question, "Do you think your junior and senior high children should have the opportunity to audit non-credit courses?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Do you think junior and senior high students should have a chance to audit courses?	%	%	%	%
Yes	22	27	26	26
No	62	49	58	55
No information	16	24	16	19

Table 32. Respondents' Answers to the Questions. "Would you be willing to discuss opportunities in your career with young people?" and if yes, "What size discussion group would you prefer?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Would you be willing to discuss opportunities in your field with young people?	%	%	%	%
Yes	62	52	68	60
No	16	25	22	22
No information	22	23	10	18
Group size - if yes, would you prefer:	%	%	%	%
Individuals	23	20	24	22
Small groups (3 or 4)	35	22	35	30
Individual or small group	1	9	7	6
Large groups	3	1	3	3
No information	38	48	31	39

Table 33. Respondents' Answers to the Question, "Who would you send your child to for help with career guidance?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Career Guidance.	%	%	%	%
Clergy*	3	6	11	8
Clergy - medical	3	7	4	6
Clergy - agency	3	5	-	3
All	6	9	6	8
Other combinations	63	65	59	62
No information	22	8	20	15
Combination without clergy included	19	26	10	19

\*Parents' answers were heavily oriented towards "clergy" even though they had the same answer alternatives as the youth, see Appendix A, Table 36. The youth were more oriented to more specialized help and less clergy oriented than the adults.

Table 34. Respondents' Answers to the Question, "Who sets the standards your children live by?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Who sets the standards that your children live by?	%	%	%	%
Parents	25	28	22	24
A combination of peers, parents, the child himself, school, and other adults	72	70	78	74
No information	3	2	-	2

Table 35. Respondents' Answers to the Question, "Who should regulate the several areas of interest and/or concern listed below?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Who should control?	%	%	%	%
<u>Drugs</u>				
Each person	7	22	11	16
Parents	13	16	21	18
Society	18	24	41	30
Society and parents	33	10	11	16
Nobody	4	3	3	3
Combination	7	3	3	3
No information	18	16	10	15
<u>Premarital Sex</u>				
Each person	22	27	25	25
Parents	53	40	20	33
Society	-	2	1	1
Society and parents	3	2	2	3
Nobody	6	2	4	3
Combination	3	12	35	20
No information	13	15	13	15
<u>Urban Problems</u>				
Each person	3	6	10	7
Parents	-	6	4	3
Society	54	67	56	58
Society and parents	6	3	3	3
Combination	21	8	13	12
No information	16	20	14	17
<u>Compulsory Draft</u>				
Each person	9	9	6	8
Parents	-	7	3	3
Society	54	54	59	58
Society and parents	6	-	3	2
Nobody	9	3	4	4
Combination	6	3	6	5
No information	16	24	19	20
<u>Rural Problems</u>				
Each person	3	7	13	9
Parents	3	5	3	4
Society	44	55	44	52
Society and parents	6	1	1	2
Combination	25	8	10	12
No information	19	24	19	21



Table 36. Respondents' Answers to the Question, "Do you think there is a generation gap?"

	Husband	Wife	Husband and Wife	Sample Total
	N=32	N=87	N=80	N=199
Do you think there is generation gap?	%	%	%	%
Yes	22	12	8	12
Yes, qualified	41	63	55	56
No, qualified	6	-	4	3
No	19	18	29	23
No information	12	7	5	7

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